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ABSTRACT

The governor of Michigan charged the Task Force on School Violence and Vandalism with the responsibility of developing recommendations designed to reduce school violence and vandalism. The Task Force was divided into five subcommittees: (1) Student Concerns, (2) Educational Personnel Concerns, (3) Law Enforcement and School Security Concerns, (4) Family Concerns, and (5) Social and Community Organization Concerns. This booklet contains the introductory statements and recommendations drafted by each subcommittee. Information was gathered for this report from task force members, public hearings, literature reviews, expert testimony, reviews of violence/vandalism prevention programs, interviews with school and youth agency personnel, and a preliminary investigation of the degree and severity of violence and vandalism in Michigan schools. (MK)

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Governor's Task Force on School Violence and Vandalism

Report and Recommendations

November 6, 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Introduction

The Task Force on School Violence and Vandalism was appointed by Governor William G. Milliken in November, 1978. The reasons for the Governor taking this action were several. They included the findings published by the Subcommittee to Investigate Juvenile Delinquency of the Committee on the Judiciary, United States Senate, the Violent Schools — Safe Schools Study of the National Institute of Education (NIE), several Harris polls indicating that school crime and disruption were a priority concern of the public at large, the continuing expressions of concern from the educational community itself, and of course, his own deep, personal commitment to improving educational opportunity for all.

The Senate Subcommittee to Investigate Juvenile Delinquency, chaired by the Senator Birch Bayh, stated that:

> The overall impact of violence and vandalism on our educational system cannot be adequately conveyed by a dry recitation of the number of assaults committed and the dollars wasted. Although these problems affect everyone involved in education including the parents who financially support and send their children to these schools and the teachers who educate them, the principle victims are the children themselves. It is impossible to calculate how many eager young students have had their enthusiasm for learning dampened or irreparably destroyed by this atmosphere in our schools. At the very least, it represents a staggering loss of potential at a time when our country faces great challenges requiring wise solutions by an educated citizenry.

The hearings conducted by this Senate Committee demonstrate overwhelmingly the seriousness of the problem of school violence and vandalism at a national level. The superintendent of the Chicago school system testified that his school system is "required to spend $10 million annually as a result of vandalism to school property. If this same amount of money could be diverted from crime prevention and devoted to educational programs, as they were originally intended, Chicago could provide almost 1,000 additional teachers for its school children without any increase in the budget."

The Violent Schools — Safe Schools conducted by NIE states:

> Despite the hints that the trend in school crime may be turning downward, the problem at present is as serious as it has ever been, and the statistics . . . are sufficiently compelling to make it clear that the educational policymakers should not take a wait-and-see position. Further, while the risks of particular offenses are higher in some locations and regions than in others,

school crime is not specifically an urban problem or a northeastern problem; it is nationwide in scope.

Recent research, such as the 1977 National Institute of Education study, suggests that the problem of crime in schools is a matter that deserves considerable attention. The NIE study examined school administrator reports for the 1971-76 period. It found that the typical secondary school student had a 1 to 9 probability of having something stolen at school in a month, a 1 in 80 chance of being attacked and a 1 in 200 chance of being robbed.

The study estimated teachers have a 1 in 8 chance of having something stolen at school, 1 in 167 chance of being robbed, and 1 in 200 chance of being attacked in a month.

The school's chance of experiencing an incident of vandalism is greater than one in four in a month and the cost of that vandalism was determined to be $81 on the average. Burglaries of schools also occur frequently (1 chance in 10 for a given month), with an average cost per burglary of $183. This rate of school burglaries is an estimated 5 times greater than for business establishments.

Although there is no comparable data on school crime in Michigan, there is no reason to believe the Michigan experience would deviate significantly from the national rates.

It should be noted that many researchers, Silberberg and Silberberg, 1971, and *Task Force Report: Juvenile Delinquency and Youth Crime*, President's Commission on Law Enforcement and Administration of Justice, 1967, have found personal, societal, familial, cultural, and economic factors are more powerful in predicting, if not producing, delinquency than the school. Nevertheless, research such as that of McPartland and McDill (1976) has demonstrated that some school factors account for a portion of delinquency. McPartland and McDill isolated school use of rewards (grades) and school size as contributing to delinquency among students. The role of schools in producing delinquency may be small, however, the consequences of schools failing to maintain an environment in which learning can occur, i.e. controlling student misbehavior, is very great. For this reason, school crime should be a matter of considerable concern to educators and society in general.

In Michigan the issue of school violence and vandalism has always been of high concern. Michigan school districts have developed and implemented numerous programs and measures to reduce and prevent school violence and vandalism. Yet, because these efforts have been random, and less than overwhelmingly successful, the problem of school violence and vandalism in Michigan schools has continued.

In 1977-78 the Michigan Department of Education created the Ad Hoc

Committee on School Disruption. This Committee was comprised of educational personnel and lay citizens concerned with the problem of school violence. The Ad Hoc Committee published a pamphlet in which they:

1. Pointed to parent and student participation as the ingredients in anti-violence efforts.
2. Described indications of schools in trouble relative to violence.
3. Called upon the executive branch of state government to convene a commission, board or task force to address the problem of school violence.

In light of the national attention being paid the problem and the experiences of Michigan schools, Governor Milliken announced the formation of a statewide Task Force to study the problem and submit recommendations.

The Task Force is comprised of forty Michigan citizens. The Task Force membership includes a broad cross-section of Michigan's population. Task Force membership includes students, teachers, school administrators, school board members, police officials, school counselors, parents, teacher union representatives, community activists, representatives of social and community organizations, and representatives of various departments of the state government. The Task Force membership covers a wide range of age, ethnicity, socio-economic status, occupation and point of view.

The common bond running through all the members is their concern for reducing and preventing school violence and vandalism. All members served without any financial remuniration. They all devoted many hours to meetings, discussions, hearings, and study in order to develop the report and recommendations that follow. All told, more than 4,000 person hours have been devoted by the Task Force members to the development of this report.

Governor Milliken charged the group with two basic responsibilities:

1. To develop recommendations for consideration by the appropriate authorities and agencies designed to reduce and prevent school violence and vandalism.
2. To conduct a statewide conference on the issue of school violence and vandalism for purposes of disseminating and sharing information and strategies that will contribute to the reduction and prevention of the problem.

In order to fulfill the responsibility given it by Governor Milliken, the Task Force organized itself into five working committees. The five committees grew out of the perception of the Task Force that the problem of school

violence and vandalism requires the involvement of the total community. The five working subcommittees of the Task Force were:

1. Student Concerns
2. Educational Personnel Concerns
3. Law Enforcement and School Security Concerns
4. Family Concerns
5. Social and Community Organization Concerns

Each of the subcommittees drafted an introductory statement and set of recommendations focused on their area of concern. Subcommittee drafts were reviewed and discussed by the entire Task Force at its monthly meetings. All Task Force members had an opportunity to comment upon and revise subcommittee recommendations. The final adoption of all the recommendations in this report involved the Task Force committee of the whole.

The Task Force gathered information and ideas for its report and recommendations in a variety of ways. The Task Force drew on the expertise of its own membership. The Task Force conducted four public hearings around the state in Clare, Detroit, Escanaba, and Kalamazoo. Transcripts of those hearings are available under separate cover from the Task Force office. The Task Force extensively reviewed existing educational literature and research on the issue of violence and vandalism. The Task Force invited numerous "experts" to participate in committee of the whole and subcommittee meetings to share their knowledge and skills. The Task Force reviewed several operational programs focused on the reduction and prevention of school violence and vandalism. The Task Force interviewed school district and youth serving agency personnel in Grand Rapids, Detroit, and Sault Ste. Marie to gather the impressions of front line workers in efforts to reduce and prevent school violence and vandalism. Finally, the Task Force conducted a preliminary investigation of the degree and severity of violence and vandalism in Michigan school districts. The investigatioin involved a sample of 37 school districts including 70(+) school buildings. The results of the investigation are available from the Task Force office.

The Task Force understands that the causes and solutions of violence and vandalism in the schools rest in many places.

It was the intention of the Task Force to give the highest visability to its deliberations and recommendations so that parents, students, educators, community agency personnel, police personnel, and administrators will perceive the problem that exists.

The overall goal of the Task Force was to develop recommendations with

both long and short range implications so that the entire community will become involved in the elimination of a serious obstacle to educational growth and development; violence and vandalism in the schools.

As pointed out by the Report of the Subcommittee to Investigate Juvenile Delinquency students are the ultimate victims of violence and vandalism in the schools. The Violent Schools — Safe Schools Study by NIE points out that there appears to be a relationship between the degree of violence and vandalism in the schools and the extent to which students feel in control of their environment. Where students feel that they can effectively impact the decision making structure that determines their school experience, violence and vandalism decline. Where students feel that their school environment is a product of the decisions of others, and they are powerless to affect those decisions, violence and vandalism increase.

Task Force Membership

The following individuals served on the Task Force. The appreciation of the Office of the Governor is extended to all of them for the time and effort they invested in developing this report and recommendations.

Joseph Young, Sr. Cochairperson	House of Representatives Appropriations Committee Staff
Jack Bain Cochairperson	College of Urban Development Michigan State University
The Honorable Richard Allen	State Senator
Rocky Barajas	Student, Grand Rapids
Thomas Boase	Teacher, Ishpeming
Melvin Chapman	Deputy Superintendent Detroit Public Schools
Shirlie Crane	Parent, Muskegon
Father William Cunningham	Focus-Hope, Detroit
The Honorable John Brundage	Judge, Calhoun County Juvenile Court
James Coughlin	Director, Catholic Youth Organization, Detroit
Vern Dahlquist	School Board Member, Marquette
Richard Duranczyk	North End Concerned Citizen Council, Detroit
Judith Fleissner	Student, Escanaba
Samuel Garcia	Manpower Coordinator Cristo Rey Community Center Lansing
Audrey Gates	Teacher, Detroit
Donald Gaviglio	Principal, Troy
Holly Golightly	Student, Detroit
Elisha Delbert Gray	Detroit Pre-employment Training Center Detroit
Kenneth Green	Director, Pupil Personnel Services, Flint

Robert Houston	Director, Office of Children and Youth Services, Department of Social Services
Cheryl Howard	Student, Muskegon
Paul Hubbard	Assistant Vice-President New Detroit, Inc.
Bertha Kaminsky	Board Member, Detroit
Kathryn Rae Kortering	Student, Muskegon
David Longridge	Principal, Northville
Olga Lozano	Commission on Spanish Speaking Affairs, Lansing
Theodore Madison	Teacher, Detroit
Barbara Roberts Mason	President, State Board of Education
Jena Matthews	Parent, Macomb County
Helen Moore	Black Parents for Quality Education, Detroit
Steve McArthur	The Bridge, Grand Rapids
William Nugent	Deputy Director, Department of Management and Budget, Lansing
Marjorie Pillersdorf	Teacher, Howell
Ronald Prebenda	Attorney, Dearborn
Mary Ellen Riordan	President, Detroit Federation of Teachers
Timothy Robinson	Student, Detroit
Andrew Rodez	Chief of Police Benton Harbor
Diana Rivera	Community Activist, Bay City
Reginald Turner	Deputy Police Chief, Detroit
Ray Valley	Department of the Attorney General, Lansing
Posey Williams	Principal, Detroit

In addition to the appointed membership of the Task Force, there were several designees who regularly attended Task Force meetings for appointed members and played an important role in the development of the report and recommendations.

These included the following persons.

Paul Bader	Department of Social Services, Lansing
Greg Gessert	Office of Criminal Justice Department of Management and Budget, Lansing
Marvin Green	Detroit Federation of Teachers

A listing of the Task Force membership would not be complete without acknowledging the role that the Task Force staff played in the development and adoption of the report and recommendations. The thanks of the entire Task Force and the Office of the Governor are extended to Alan Hurwitz, Director of the Task Force and Peg Gallop, Secretary to the Task Force.

Student Concerns

Introduction

The past few years have seen violence and vandalism become an almost daily occurrence in and around many schools across the State of Michigan. As a result, students are fearful for and concerned about the safety of their persons and property. Students who see themselves as potential victims believe their only options are to be truant from school, begin to carry weapons in school, and/or join gangs for protection.

As incidents of physical violence and destruction of property have increased, many schools are required to tax already limited budgets. In recent years, school districts across the country have spent more on costs related to school vandalism than on textbooks. Further, schools have responded with a wide variety of security devices, security guards, uniformed police, high-wire fences and chained doors, creating, in some cases, a prison-like atmosphere.

Disruptions in school combined with short-term security solutions have created an atmosphere in the school setting not conducive to learning and have further exacerbated the problem of crime and violence in schools.

To understand the problem one must understand some of the major causes promoting and/or perpetuating violence and vandalism in schools.

First, it is clear there are many stress factors on students outside the school environment which result in violence in school. Some of the major factors are:

1. As was extensively explored through the hearings by the Senate Subcommittee to Investigate Juvenile Delinquency, problems involving home environment (e.g., family breakup, abuse, and neglect), severe unemployment of young people and a lack of adequate recreational activities all have a tremendous influence on youth; yet remain largely outside of the school's ability to directly control.
2. The Student Concerns Subcommittee believes that violence portrayed by the media, problems in students' neighborhoods transferred to the school setting, and the low level of expectations of students' families also play an important part in the promotion of violence in schools.

Second, there are several causal factors within schools. Some of the major ones are:

1. The lack of meaningful student participation in schools, which leads to an "us vs. them" attitude on the part of students and school staff. There is an unequal distribution of "power" in schools with students having little, if any; teachers having some through their collective bargaining organizations and administrators having that which derives from Board of Education authority.
2. A lack of a firm, fair, and consistent system for administering schools and administrative support to students who are victims of violence.
3. A lack of educational alternatives for students who cannot function well within traditional school programs leading to academic failure, frustration, aggression, and acts of violence.
4. A lack of positive disciplinary alternatives and relying on expulsion, which merely transfers the problem to other schools in the community.
5. A low level of expectations on the part of the students and school staff relative to appropriate behavior combined with the lack of expressed and enforced expectations on the part of school administration and staff.
6. A low level expectation of worth of education on the part of students and their parents. Education despite the popular rhetoric, does not guarantee students social and economic opportunities in later life — a fact of which students are not aware.
7. The lack of effective ways to assist young people who are alienated from their family, their school, and their society often without friends, needing attention, and having no self-interest in the school situation. As a result, these students are vulnerable to negative peer pressure including gangs which sanction violent behavior.

If the American democracy is to continue as a strong and viable system, the schools have a responsibility to teach and students have a responsibility to learn about their rights guaranteed under the United States Constitution and their duties of citizenship. If students are aware of their rights and responsibilities beginning in elementary school and they are allowed to enforce them and participate in the decisions made in their schools, students and schools would mutually benefit. Participation in decision-making is as integral to student growth and development as is acquiring reading and math skills. Therefore, the extent of youth representation and involvement in program development, decision-making, and participation in day school and voluntary after-school programs must increase.

Students must be given the opportunity to extend their participation in school decision making to the point of "mistakes." That is, students must be allowed to explore, probe, try-out, struggle, succeed, and fail with the decision making process. Failure and mistakes, when handled in an educationally sound manner, can be valuable learning experiences.

Student participation in decision-making should extend from kindergarten to twelfth grade. Specific forms of student participation at various grade levels should be developed consistent with the students' maturation and skill. Early elementary students can be involved in deciding what they should study, providing feedback to educational personnel, and planning student activities. As a result, students would take more pride in their school and at the same time, gain a sense of self-interest and commitment in the school situation through genuine involvement. This would also counteract alienation and reduce the sense of powerlessness which ofen leads to acts of violence and vandalism.

Studies have shown that a significant number of incidents of violence and vandalism can be traced to young school-aged outsiders who are not currently attending school because they are truant, have been suspended, or have dropped out completely.

One way to reduce the outsider problem, in addition to programs to reduce truancy and dropouts, would be to insure that suspension policies are helping to provide discipline in school and not detracting from it by needlessly creating potential outsiders or shifting problems to other schools or the community.

Studies have shown violence and vandalism logrithmically escalates as a school increases over 250 students. Studies have also shown that over fifty percent (50%) of the students who were eager to attend school and found school rewarding and challenging up to the third grade, and achieved at or above the national norms, from the fourth grade up lost interest, experienced failure, increased absence and "tuned out" of school. Intellectually-gifted children, as well as those of normal or lower learning rates, become perpetrators of violence and vandalism, high school dropouts, or, at a minimum, waste away precious years of youthful intellectual curiosity and growth.

There are many ways to address these problems. Most of the solutions will involve environmental and educational changes in the schooling system. Educators must make some commitments to change if they want to address the roots of the problem and not just constrain violence and vandalism by laws and punishment.

The process used to develop student conduct codes is an important factor in creating a safe and secure school environment. It is believed that many groups should be involved in the development of these codes.

Codes should describe acceptable and expected student conduct as well as specifying due process and the consequences of misbehavior. There should be a graduated school response to inappropriate conduct with early parental notification and involvement. Codes should be reviewed frequently and revised when so indicated.

Recommendations

A. **Student Participation**

1. Mechanisms for structuring student involvement must be developed by each school district within guidelines established by the State Department of Education. A step-by-step process should be developed to provide young people with the knowledge of what, how, and by whom decisions are made in the school system. Students should have an opportunity to work with staff in the design of a system whereby student opinions can be registered. Students should have the opportunity to identify the method and persons who will represent them at the program policy-making level. The method and persons so identified will become a legitimate part of the decision-making process in the school.
2. Students should be involved in:
   a. The design and implementation of school rules.
   b. Curriculum planning and supportive service programs.
   c. The establishment of programs for student courts which make decisions regarding other students alleged to have committed acts of violence and vandalism in school. Guidelines to insure the safety of and procedures for students participating in such courts should be developed by the Michigan Department of Education.
   d. Evaluations of teachers and staff that are given serious consideration by administrators. That is, student evaluations and follow-up conference between the staff person and his/her direct supervisor must be conducted as a mandate of the State Department of Education. Records of student evaluations should be retained by school districts until the third following evaluation is completed. Evaluations should be used to identify professional development needs. They should not be used punitively.
   e. Defining the role of students, teachers, and administrators with a clear understanding of the rights and responsibilities of each.

   f. The establishment of a student grievance committee to deal with problems with staff and other school matters.
   g. The development of after-school programs including, but not limited to recreational activities.
3. The State Department of Education should establish guidelines and mandate that students have the opportunity to participate in the above areas. The guidelines should include provisions to insure that a cross-section of students are involved.
4. Pre-service and in-service training programs should be developed and implemented for appropriate school personnel to learn methods to involve students in the above areas. Consideration should be given to expanding the school calendar to provide more time for in-service education efforts.
5. The State Board of Education should develop and implement a program whereby all students in the state are made aware of their rights and responsibilities relative to participation.

B. **District-Wide Codes of Conduct**

1. District-wide codes of conduct should be developed to guide administrators in implementing a firm, fair, and consistent system for the administration of discipline and school management.
2. The Department of Education and Attorney General's Office should revise state guidelines for school conduct codes. These guidelines should address: (a) due process; (b) appeals; (c) the participant groups and processes to be used in code development; (d) parameters for appropriate sanctions; (e) requirements for reporting to the state on violations of the code; (f) security and privacy requirements; (g) enforcement requirements; (h) incentives for reinforcing positive behavior.
3. The Department of Education should provide on-site technical assistance to local school districts regarding student behavior codes.
4. Teachers should receive in-service training on school's conduct code and include instruction on the school's code in their regular course work whenever possible.
5. Codes of conduct should:
   a. clearly define the roles, rights, and responsibilities of all persons involved in the school setting; including students, teachers, parents, administrators, support staff, police, community, etc.
   b. provide a clear and accessible means to redress grievances from students;

c. provide a system of rewards for positive behavior, positive disciplinary alternatives for negative behavior and reduce the use of punitive disciplinary measures such as suspension and expulsion;

d. provide clear and fair procedures for instances when punitive disciplinary measures are used.

6. Parents and concerned community members should be actively involved in the development, adoption, implementation, and evaluation of codes of conduct. Efforts toward community involvement should include existing parent groups; i.e., PTA, PTO, School-Community Relations Councils, etc. Efforts to involve parents and community must take into account the issue of motivation. In some communities there is a wide gap between schools and parents. Specific efforts must be made to close this gap. Such efforts might include:

   a. Locating parent meetings out in the community rather than in the school building.

   b. Varying the time of community meetings to accommodate parents' schedules.

   c. Inviting parents to school for positive reasons before negatives.

C. Disciplinary Alternatives

1. Schools should make an immediate effort to substitute corrective discipline in place of punitive discipline measures. Such changes would necessarily involve development and use of alternatives to suspensions such as:

   a. peer counseling,

   b. cool-off rooms,

   c. behavior contracts,

   d. intensive individual counseling,

   e. guided group interaction,

   f. parent-student committees to devise alternatives in lieu of suspensions.

2. Suspension and expulsion should only be used for students who pose a serious and continuing danger to persons or property.

D. Vocational/Technical Career Programs

1. School districts should develop vocational/technical and career programs which demonstrate success (i.e., job placement) for those who complete the program.

2. The effect of minimum wage law on youth employment should be studied. However, youth workers should not be exploited and should receive equal pay for equal work.

E. Alternative Education Programs

1. A survey of student expectations and needs should be taken annually by schools, beginning with a student's enrollment into kindergarten/first grade to determine:

   a. type of learning environment student prefers,

   b. learning styles most effective and rewarding,

   c. educational curiousities and goals,

   d. support systems students are seeking and feel they could benefit from.

   This information is to be used in making adjustments and/or modifications in the schools and students educational programs. At least twenty-five percent of the schools in each local district should have alternative educational approaches that take into account the learning styles and environments students prefer.

2. Students should be involved in the selection process of books and materials.

3. Basic skills should be taught in an ungraded, individualized educational approach so that no student progresses to a higher level of problem solving or language difficulty until the basics are mastered. These subjects should be labeled by functions with spiralling difficulty.

4. In alternative educational programs, counselors and teachers should have no more than 80 students on their caseload/ instructional roles during school semester.

5. At least fifty percent of the alternative schools established should maintain a school structure and/or environment of no more than 250 full-time students.

6. Whenever a school district has more than 250 students applying or on a waiting list for an alternative school, they should be mandated to establish a similar alternative school and begin its operation by the next school year. Alternative programs may be conducted by intermediate school districts as well as by individual districts. Further, where large numbers of students indicate a desire to opt out of the regular school program, an investigation of the district should be made by the State Board of Education.

7. Students may receive hours/units of credit if they demonstrate mastery of the materials. The student then has the option to select additional studies. High school, elementary, and junior high certificates should be given for achieving skills and proficiency rather than doing time.

Educational Personnel Concerns

Introduction

Violence and vandalism in schools is a problem confronting all the participants in education. Parents, students, concerned community members, teachers, administrators, board members, non-certified personnel, and others all have an important role to play in reducing and preventing school violence and vandalism.

An important influence in dealing with school violence and vandalism, on a day-to-day basis is the classroom teacher. Teachers must have effective classroom management skills. Too many teachers, both candidates and currently employed, have not been provided with the opportunity to develop their classroom management skills. Preservice programs, while addressing the issue of classroom management, do not appear to equip all teacher candidates with the skills necessary to effectively deal with the reality of the classroom. Inservice education programs, provided by school districts and professional organizations, make a contribution to strengthening teacher's management skills. However, the scope and quality of present inservice efforts is not broad enough to meet the existing need.

Classroom teachers must have the opportunity to explore alternative approaches to classroom discipline and management. Classroom teachers need the opportunity to review their own practices, and the practices of their colleagues, in an attempt to share and exchange effective strategies. Such sharing should result in teachers having the sensitivity and skills necessary to "tune in" to the needs of their students. Teachers need the opportunity to explore the role that students can play in effective classroom management techniques.

Violence and vandalism cannot be eradicated through the efforts of classroom teachers exclusively. First, there are some students in school whose needs go far beyond the resources and skill that a school can bring to bear. Second, as noted earlier, all participants in the educational process must commit themselves to dealing with violence and vandalism if it is to be eliminated.

Some educational personnel have been the victims of physical attack by students, parents and "outsiders". Such attacks must be totally eliminated if we are to achieve the climate necessary for effective education to take place.

Classroom teachers must have the support of administrators, parents and students if they are to play a key role in reducing and preventing violence

and vandalism. While administrators must provide active support to classroom teachers in their efforts to deal with classroom management and school discipline, teachers must accept the responsibility for using good discretion in seeking the support of administrators.

The classroom teacher who refers an endless line of students to the building administration for reasons of classroom management or discipline is often in need of professional development activities.

The curriculum of school districts impacts on the degree of violence and vandalism in schools. Educational literature indicates that there is a relationship between a student's satisfaction with an interest in the educational program and the potential for that student to become involved in violence and vandalism. Where students find the curriculum to be uninteresting, and not in keeping with their developmental needs, violence and vandalism are likely to grow. Where curriculum is directed at the needs of students, involves students in decision making, and assists students in better understanding themselves and the world around them, violence and vandalism tend to reduce.

Beyond the generalizations that can be made concerning the relationship of curriculum to school violence and vandalism, it is important to understand the direct role that curricular efforts can play in reducing violence and vandalism. Values education, social issues, and conflict resolution strategies, can all play a significant role in reducing and preventing school violence and vandalism. While there appears to be significant public opinion concerning "back to basics" in education, we cannot ignore the need that exists to expand educational curriculum to include attention being paid to the factors noted above. Most schools do not have courses designed to specifically deal with values education, social issues and conflict resolution. Most curriculums do not provide space for students to explore their own behavior and the consequenes of that behavior for themselves and others.

In addition to classroom management and curriculum, attention must be paid to administrative practices if we are to be successful in reducing and preventing school violence and vandalism. The school principal has been identified as the single most important factor in setting a building climate that will either result in violence and vandalism or will result in the reduction and prevention of those problems.

The role of educational administrators is a critical one. Administrators must be both educational leaders and institutional managers. Administrators must bring the skills and sensitivities to their roles that will enable them to work effectively with students, staff, parents and community. Administrators must behave in a consistent style and approach in order to bring effective discipline to their schools.

There appears to be a vacuum in the training of administrative personnel in their educational leadership role particularly as that role relates to school discipline and the reduction and prevention of school violence and vandalism. There is currently no administrative certification program operative in Michigan public schools. Administrators assume their positions usually on the basis of their having demonstrated success as classroom teachers. Administrators must have command of the skills necessary to effectively support their staffs in the administration of school discipline, work effectively with community and parents to include them in the school decision making process relative to violence and vandalism, and work effectively with students to insure that the educational program is consistent with their needs and aspirations.

Recommendations

Classroom Management

1. Feedback systems for teachers need to be developed for the improvement of classroom management.
   a. Local school districts should develop ways of matching teachers with other teachers and other educational staff (i.e., school psychologist, social worker, etc.) in improving classroom management skills. Teacher centers might serve as a model for matching resources with needs.
   b. Inservice programs should be developed by the Michigan Department of Education. Inservice models should focus on skills in crisis intervention and prevention and school discipline for all educational personnel. Inservice models should include incentives for staff to put in extra time for professional development. Teachers should be involved in model and criteria development.
   c. School districts must provide inservice time for work in this area.
2. The Department of Education should review its certification requirements. Practical classroom management must be part of preservice certification program. Classroom management skills must be evaluated during student teaching. The Michigan Department of Education should develop criteria for assessing teacher candidates skills in classroom management.
3. Consideration should be given to establishing a teacher internship program wherein first year teachers work under the supervision of experienced teachers until tenure is achieved.

Teacher candidates' classroom management skills can be strengthened during the year of internship.

4. Teacher candidates should have field experience early in their college program. Field experiences should provide candidates with an opportunity to observe and assist regular teachers with their work.
5. No person employed or engaged by any educational system within this state, whether public or private, shall inflict or cause to be inflicted corporal punishment or bodily pain upon a pupil attending any school or institution within such education system; provided, however, that any such person may, within the scope of his employment, use and apply such amounts of physical restraint as may be reasonable and necessary:

   a. To protect himself, the pupil or others from physical injury;

   b. To obtain possession of a weapon or other dangerous object upon the person or within the control of a pupil;

   c. To protect property from serious harm;

   and such physical restraint shall not be construed to constitute corporal punishment or bodily pain within the meaning and intendment of this section. Every resolution, bylaw, rule, ordinance, or other act or authority permitting or authorizing corporal punishment or bodily pain to be inflicted upon a pupil attending a school or educational institution shall be void.
6. Legislation should be enacted that places educational employees in a special category relative to assault. Assault against educational employees in or pertaining to the performance of their duties should be punishable by the same standards that protect police and fire fighting personnel in Michigan.
7. The Michigan Department of Education should develop and adopt a certification program for middle and junior high school teachers and administrators.

Curriculum

1. The Department of Education should provide leadership in the development of course content related to the reduction of violence and vandalism. This content should be infused into the curriculum after the model of career education. Special emphasis should be given to this content in the elementary grades. Possible areas to include are:

   a. Affective education

   b. Legal education

   c. Conflict resolution

   d. TV and violence

   e. Communications

   f. Problem solving

2. Local school districts should allow time, perhaps through a course, that would give students an opportunity to openly express their concerns in a comfortable environment before acting out these concerns in a socially unacceptable manner. This could happen through the use of trained volunteers. The Department of Education should provide the volunteer training and funding.

Administration

1. Certification of administrators is necessary in order to make sure administrators are hired with the proper training and leadership skills to deal with the problems of violence and vandalism, crisis intervention and prevention, and disciplining students. The Michigan Department of Education should develop criteria for assessing administrative skills in this area.
2. The Department of Education should develop inservice for administrators in handling the above. Consideration should be given to recycling administrators through the classroom at regular intervals.
3. Consideration should be given to establishing an administrative internship program wherein administrator candidates work under the supervision of experienced administrators during their first year. Administrator candidates' skills in dealing with discipline and classroom management concerns can be strengthened during the internship.

Social and Community Organization Concerns

Introduction

Administrative staff have a fairly comprehensive view of how the education institution and social and community based organizations interface. However, it is our contention that this information does not translate into a formal working relationship which insures mutual cooperation, mutual decision making, common selection and referral procedures, and retrievable information used congruently and toward a common purpose. This information is not disseminated to, or used by, personnel who are in direct contact with the student and/or involved in situations where the use of that information is mandatory and essential; i.e. teacher, counselor, school social worker.

While not all school personnel or community based organizations have recognized a need for a more formal linkage process, the Juvenile Justice System appears to do so. Emphasis on delinquency prevention and early detection and intervention with youth experiencing difficulties places the school in a key position in the juvenile justice service network. This should hold true for every agency working with a child. Unfortunately, schools, police, courts, and service agencies rarely work closely, despite the basic agreement of goals and common client populations.

In order to secure a full understanding of violence and vandalism, causation needs to be identified. Exploration of causation may be conducted in a wide variety of ways; through teacher contact, psychologist, social worker, peer, student resources, counselling, or parental consultation.

The school is one institution that has almost daily contact with all youth. Due to this constant exposure to young people, schools are in an excellent position to identify problems. Indeed, no other social setting, except the family or an institutional placement, has a comparable opportunity to impact on youth. While the importance of the school setting for establishing good behavior patterns and acquiring basic inter-personal, academic and vocationally useful skills is clear, the results are not encouraging. We need therefore, to take an approach which focuses not only on schools or social and community organizations but on the interfacing between the two. The interaction between schools and social and community organizations is central to the problem of establishing effective control and reducing violence and vandalism.

The most critical elements of this interaction are a combination of the following:

a. Current trends in the area of civil rights resulting in changing roles of parents, teachers, and institutions.

b. A well defined and functional linkage between schools and community based programs and personnel which would result in the coordination of available resources and services.

c. A management system coordinating all available services within a region and/or geographical constellation with a common selection and referral system.

The goals of schools and community organizations relative to socialization are closely related. Unfortunately, most contemporary socialization organizations do not perceive their commonality of purpose nor do they accept a shared responsibility for social tasks. The relationship between schools and other youth serving agencies is characterized more by hostility, competitiveness and isolation than by common purpose — a divisiveness and lack of communication which provides avenues of alienation for young people. Juveniles who come in contact with several different socialization organizations encounter inconsistency, uncoordinated activities and communication breakdowns. An examination of the relationship between public schools and other youth serving agencies may help educators to identify and correct inadequacies in communication and cooperation between the school and other agencies and institutions affecting youth. The most important aspects of a cooperative effort, such as should exist between the school and community organizations, are the coordination, deployment, and utilization of staff and resources, and the direct involvement of decision makers.

While alternative educational programs, special needs programs for youth, and private and governmental youth services programs are all needed, none focus on or target specifically the youth who appears to be diagnostically prone to violence and vandalism.

Perhaps it is not chance that cities where the biggest schools are concentrated have led the development of alternatives, finding in them a partial solution to vandalism, truancy and other symptoms of disaffection.

There is a multiplicity of programs within the schools and the community. However, none of them have focused upon the role of parent and teacher in any other way but the tradition bound "in loco parentis" concept. All speak of parent and teacher involvement as a completely understood, well defined role. Few speak in terms of the changing parameters placed thereon by courts, government, and other child advocacy groups.

Studies allude to the impact that violence and vandalism has had on school personnel, but we have reviewed no indepth study which has made a strong case of the negative effect violence and vandalism has had on the quality of teaching or the impact that daily confrontation with violence and vandalism has had on the effectiveness of previously competent and productive teachers.

Nor have the studies dealt specifically with the impact that the following have had on generating and perpetuating violence and vandalism:

a. Teacher substitute shortages.
b. Large, oversize classes for teachers compounded by "clumping other classes" because of substitute shortages.
c. Reduced course selections with increased class time for remaining courses.
d. In many instances, the same or reduced personnel are expected to put in place a proliferation of courses and programs; i.e., career education, practical life skills, performance objectives, special needs for the disadvantaged, bilingual bicultural education, special education "mainstream", competency based testing, basic math, remedial reading — math — English, etc.

At the very outset of the Task Force proceedings it was our resolute opinion that increased violence and vandalism was a result of the displacement of the role of parent and teacher. We further assumed that a substitute was necessary and that this change in roles had been accounted for in present programs.

To some degree this opinion has been modified because of the realization that in a very general way, and under very specific conditions, the Juvenile Justice System and the Department of Social Services attempts to fulfill this need. However, neither seem to provide the functional characteristics that a parent and/or teacher would appear to need.

The research of Gold and Wolfgang would suggest that the system acts more effectively when it acts least; i.e. youth who commit an offense and are not apprehended, and youth who are apprehended but diverted from formal court processing are less likely to become recidivists, than youth referred to court. Legitimate public safety concerns cannot be disregarded. What is suggested is that juvenile justice system problems require a greater sensitivity to the balance between public safety requirements and youth development concerns and greater cooperation with the social-educational system and the adult criminal justice system. The appropriate replacements with the necessary characteristics to fulfill this role, may not be identifiable or even available within the confines of the bureaucratic structure. People who are perceived as not having been co-opted by the system, have paid their dues, and are willing to stand up and make a fair fight when necessary may be the best replacement for bureaucratic efforts in working with delinquent or pre-delinquent youth.

Recommendations

1. A system should be developed by the Michigan Department of Education which will identify and disseminate directives and suggestions concerning the manner in which existing state and private agencies can play a positive role in the reduction of violence and vandalism in the schools.
2. Each school district should be required to compile and make available for professional use a central listing of all resources in the district including educational, social and community based programs. Resource guides should be disseminated to all staff and students. The compilation should include:
   a. Source and funding.
   b. Date and duration of program.
   c. Initial reason for and type of service and clients to be served.
   d. Evaluation and assessment of program's impact on "c" above.
   e. Possible impact on vandalism and/or violence.

   Where there are several agencies serving the same general area and/or specific groups, a cross reference should be made. This cross reference should include a graphic presentation of services used around and within the general area of the school. Schools and agencies should be required to establish liaison as rapidly as possible. When a specific program is not available in all schools within the district, a notation to this effect should be included.
3. School districts and communities should assess the problem of violence and vandalism from the following standpoints. Three factors should be taken into account; financial cost, disruption of educational process, community perceptions.
   a. Determine a baseline or minimum tolerance level for vandalism and violence. The baseline would be a certain level beyond which extraordinary procedures will be implemented.
   b. Determine which school-community-family unit exceeds, or appears to be approaching, this minimum tolerance level.
   c. Using the baseline or minimum tolerance level, the district-community-family unit would be designated as vandalism

and/or violence prone.

d. When reaching such a designated level, it would be mandatory for the district-community-family unit to plug into a series of available services.

4. Consideration should be given to identifying a person outside the school who would be seen not as a person already co-opted by the system but as a broker who will look after the student's best interests. Guidelines should be developed for the identification, selection, and training of brokers by the Michigan Department of Education.

   Once the person has been identified and accepted by the principal, parent(s), psychologist, teacher, and student a conference should be held to review the options that are available to resolve the problem. Once an option has been chosen, all participants in the conference should agree to support its implementation and set down the conditions in an informal memorandum of understanding. Goals should be established and evaluated in accordance with an orderly and progressive standard of achievement. Recognition and positive reinforcement should be the cornerstones of the process and all supplemental sources of help should be utilized; i.e., clergyman, police, relatives, boy and girlfriends, sports figures, adult models, volunteers, and college students from the same cultural, ethnic, or racial group.

5. Institute a "Youth Is Hurting" campaign similar to "A Child is Waiting" to marshal community resources to resolve the problem.

6. Schools with the highest and lowest incidences of violence and vandalism should be identified and teamed to analyze causes and possible solutions, including degree of involvement by parents, community organizations, students, and school faculty. Teamed schools should have similar demographic characteristics. A zeroing in process should be established which is essentially nonpunitive and directed to containing the incidences of violence and vandalism while at the same time providing constructive choices; i.e., alternative school, work study, remedial education, peer monitoring, and individual counselling.

7. An assessment should be made of the degree of administrative control exercised by the principal, openness in recognizing problems and degree of tolerance regarding fear of potential administrative pressure.

8. It is imperative that we make the student the central figure in the resolution of the problem without victimizing or scapegoating the individual. If it can be established that the student is incapable of participating in a constructive solution, temporary or permanent isolation from the traditional school process should be considered and emergency steps should be taken to refer individuals to youth crisis centers.

Law Enforcement and School Security Concerns

Introduction

The use of security or any law enforcement personnel in schools is antithetical to the very purpose for which the educational institution was established. It is a negative approach to the resolution of the problem of school violence and vandalism. Such methods should only be used as a last resort when all else has failed.

The problems identified were hampered by a lack of information on the school crime situation in Michigan. This information gap is a major problem contributing to the present general ignorance of the extent of Michigan school crime and the question of what to do about it in this state.

Although school crime is a serious and pervasive problem schools are not affected by it uniformly across the state. For virtually any variable imaginable there will be many differences between schools around the state. Although all Michigan schools should be concerned with and make provisions for school crime, the specific response should reflect the differences in each community's attitudes and resources, student population characteristics, teacher/administrator skills and training, and the nature and volume of that school's crime problem.

As indicated in the earlier sections of this report, national surveys suggest the presence of a significant crime problem in schools across the country. The absence of information on the extent and nature of this problem in Michigan severely hampers the development of an appropriate statewide or district-by-district, school-by-school approach.

Any attempt to secure school crime data is hampered by the reluctance of school administrators to report the full extent of student misbehavior and vandalism to their supervisors. Responsibility for the control and security of school facilities and safety of school staff and students are clearly important functions of school administrators. Most administrators perceive that if buildings they supervise have problems in these areas it is a negative reflection on their job performance. For this reason, school crime data is frequently not recorded and seldom publicized. Furthermore, it can be safely assumed that surveys on school crime that rely on administrator reports are conservative estimates of the true extent of those problems. School crime reporting is also hampered by a lack of uniform definitions and a failure of school respondents to make reliable and consistent interpretations of crime incidents.

Michigan schools currently have security measures ranging from the combined use of uniformed police and school district paid security personnel to virtually no security methods and procedures. Many Michigan schools appear to have the feeling that they have no responsibility beyond their primary academic training role. These schools view their responsibility with misbehaving and troublesome students as that of a referral agent to the juvenile justice system. As noted earlier, many school administrators view the admission that crime problems exist in their buildings as detrimental to their professional advancement.

Educators are responsible for the school environment in a broad sense. They are entrusted with public facilities and property, and they are accountable for this property. They are also responsible in a general sense for the students' total school experience. The school experience is a significant one for students; not only for the academic and vocational training, but also for the development of the students' sense of security, order, their understanding of rights and responsibilities, justice, their relationship to authority and development of interpersonal skills. These important "educational" experiences cannot adequately occur within a fearful and disruptive environment.

The students' school experience also includes the perceived attitudes and behavior of administrators, teachers and other school personnel (counselors, security guards, etc.), other students and parents. It includes the policies and procedures of the school and the sense of justice they transmit to students. These influences are believed to be important to students and the larger society. Other problems include student ignorance of the concepts of due process and law; the frequent failure of parents and school administrators to work cooperatively; the lack of parent, teacher, and school administrator understanding of their rights, responsibilities and liabilities. Unfortunately, this collective school experience does not receive the attention from all participating groups that it deserves. School security clearly has consequences that go far beyond the simple protection of public property and deterrence of crimes directed at students and school personnel.

In Michigan, school security personnel are sometimes not qualified or trained for their work and usually receive low pay. There are no state guidelines regarding school security personnel qualifications, training, or compensation. The Michigan Department of Education does not monitor use of school security officers. Security personnel sometimes have problems working with teachers and students. Frequently, these groups distrust security staff and view them as outsiders.

New school construction in Michigan does not take physical vandalism resistance, security, and control of access sufficiently into account. It is believed that if new facility construction and existing school buildings

remodeling took into account new architectural security principles, the Michigan school vandalism problem could be mitigated considerably.

Some school systems have police-school liaison programs. The police officers in these programs are sworn law enforcement officers and unlike school officers, are empowered to make arrests. Unfortunately, some districts which have liaison programs expect these officers to serve as security personnel. One problem with police-school liaison programs is that they are frequently the first unit to be cut when government budget reductions are necessary. Another problem is that school liaison and juvenile work is a low prestige form of police work within the law enforcement field.

The use of parents in patrolling school buildings can be an effective security measure in some districts. Often parents are used in crisis situations or in an attempt to involve the community. Parent security programs seem to be temporary in nature and seldom involve training.

The Michigan compulsory education law requires youth up to the age of 16 to attend schools. This law (MSC 380.1561) does not require public schools to seek placements for or accept youth who have been expelled from another school. This loophole results in some youth being unable to comply with the law.

It is the belief of the Task Force that suspension and expulsion are among the most extreme responses of any community to its problem members, and should be employed only as an admission that the community has exhausted all other practical remedies.

Currently, when a youth is expelled from a school in his/her local district and attends a school in another area, the youth's parents must provide the tuition required by the receiving district. In this way, districts which expel a troublesome student, not only avoid the problems associated with the youth, they also retain the state aid provided for that youth's education for the school year in which he was enrolled.

Recommendations

A. Information and Data

1. The State Department of Education should be mandated by legislation or executive order to conduct an annual school crime survey. Local district participation in the reporting process should be required. The accuracy of local district reports should be monitored by the State Department of Education on a sampling basis. Monitoring might be accomplished, in part, by comparing local district reports to the reports of local police departments.

2. The Department of Education should assist local school districts in training school administrators in use of reporting instruments and the development of local crime data recording procedures.
3. Local school districts should develop administrator crime reporting requirements and procedures consistent with State Department of Education directives.
4. School violence and vandalism reporting procedures should include an accounting of the costs borne by parents, guardians, and students to replace stolen and damaged items.

B. School Security

1. The State Department of Education and Department of State Police should develop guidelines for the hiring, training, pay and employment of school security guards.
2. The State Department of Education should assist local school districts in determining what school security procedures and practices would be appropriate for their school crime/security problem. The State Department of Education should develop criteria whereby a determination of appropriate security responses can be made.
3. The Michigan Department of Education should assist local school districts in considering means of remodeling existing structures and building new facilities which are resistent to vandalism and conducive to security and crime prevention.
4. Local school districts should systematically inform parents of their possible financial liability for damages to school property caused by their children. Consideration should be given to empowering school districts to use small claims court in recovering the costs of repairing acts of vandalism from families. Local districts should consider adopting policies and programs that result in students "working off" the costs associated with repairing vandalism for which they are responsible. Such policies and programs must take into account the requirements of collective bargaining agreements.
5. Local districts should develop police-school liaison programs that:
   a. Identify circumstances in which police intervention will be sought.
   b. Incorporate learning about police duties and responsibilities into the regular curriculum.
   c. Utilize police resources in the training of school security personnel.

d. Involve students, parents, and staff in the decision making process relative to the liaison program.

6. In planning school facilities, the relationship between size and safety should be taken into account. School organizational units that exceed two thousand people tend to have a higher incidence of violence and vandalism. In assessing school size, planners must also take into account the relationship between school size and the ability to offer diversified and comprehensive programs.

C. **Student Discipline**

1. Intermediate school districts should be responsible for finding school placements for youth expelled from local school districts within the intermediate district in the absence of a finding by the intermediate school district superintendent that the youth represents a clear and present danger to him/herself or others in the school system. Local school districts should pay the necessary tuition to the receiving school districts for students they expel.

2. Schools should explore means of involving students as active partners in efforts designed to reduce school violence and vandalism. There appears to be a direct relationship between students' sense of "ownership" and "responsibility" for the school environment and the extent of violence and vandalism.

3. The Michigan Department of Education should develop financial incentives to school districts to reduce school crime. Local districts should examine alternatives for providing financial incentives to students for reducing school vandalism.

Family Concerns

Introduction

Restoring the importance of the family unit is essential to addressing the problems of vandalism and violence in the schools. Children learn by precept and example. Many parents are overwhelmed by the conflicts they experience in raising children in today's society. The members of the Subcommittee on Family Concerns believe that the family is the key to developing the entire human being, including a child's physical, spiritual/moral and mental selves.

After the family has laid this foundation, it is then the responsibility of the schools, and society at large, to further enhance these positive values. Unfortunately, too many youngsters do not have the opportunity to be exposed to these positive parenting skills and to a family environment that is one of love and support. It is, therefore, sometimes necessary that the schools and society provide the means for a family to bring about positive, corrective solutions instead of punitive ways of addressing a problem.

These behavioral changes will result from an attitude of equity and teamwork between the school and the home. School personnel need to exhibit an attitude of "welcome" to parents regarding their involvement in the total development of their children. Parents must know and feel that they are an integral part of the educational process. This will strengthen the recognition that the schools belong to the community, and that the school system and family cooperatively set the direction for the community and society as a whole.

Recommendations

1. We recommend that existing family counseling programs be expanded to adequately serve the needs of their communities and that such programs be established where they do not now exist. These services are needed by families with a child who has a history of involvement in violence and vandalism, or families that have more than one child who has been involved in acts of violence and vandalism, or by families who have requested assistance in solving these types of problems. The purpose of these programs should be not only to address a perceived problem but also to provide preventive counseling services in an effort to avert more serious problems. The following aspects should be included in the design and implementation of these programs.

a. That the schools provide individualized "family counseling sessions" between parents, teachers and trained counselors, or any combination of these groups, as appropriate to the situation, in order to discuss and resolve problems.

b. That such counseling services be provided at the informal request of either parents or the school. However, the school may formally require that the family make a commitment to participate in such counseling programs prior to readmitting a student who has been involved in acts of violence and vandalism.

c. That schools coordinate these services with local public and mental health programs. In addition, students should be provided the services of a visiting nurse on a regular basis in order to attempt to identify health-related problems at an early stage.

d. That schools coordinate these counseling services with other programs and services provided by local community organizations, and that there be open lines of communication between these organizations and school personnel.

2. We recommend the development of "Parents' Guides," which describe the rights and responsibilities of all family members regarding school vandalism and violence. These guides should contain information on the legal responsibilities of parents for acts committed by their children and information about the realistic expectations of both parents and schools regarding vandalism and violence. In addition, these guides should contain information on local community organizations and their services. These guides should be developed and adopted by local school boards. Administrators should be responsive to local community councils in the development, dissemination and evaluation of these guides.

3. We recommend a major promotional campaign with the theme of recognizing and supporting the importance of the family. We suggest:

a. That such a campaign be tied into similar activities already sponsored by certain community groups such as religious organizations.

b. That government support for such a campaign should come from the Michigan Departments of Education and Social Services and from the Governor's Office.

c. That a billboard campaign and public service announcements on radio and television be used on a year-round basis, as well as special newspaper articles and advertisements. In addition, there should be special activities, such as conferences, workshops and award dinners.

d. That one day of the school calendar be designated as "Family Day." The purpose would be to have parents, students, teachers and administrators set aside one full day to work on promoting the family and its importance. This "Family Day" would occur on a week day sometime between December and January. Organizations such as Big Brothers/Big Sisters and the Foster Grandparents Program could sponsor some of the day's activities.

4. We recommend legislation to require:

a. That every local public school building establish a parental community involvement council and that there be a penalty for any school that fails to comply with this requirement. Teachers are strongly encouraged to attend meetings of this council. The school principal should be responsive to this group for all aspects of his/her school.

b. That this council receive and review information from the school administration regarding budgeting, curriculum, staffing, materials and textbooks, goals and objectives and professional development. This council would be made aware of all decisions that occur in these areas.

c. That there be adequate financing and other necessary resources in order for the council to exist and be effective. The State Board of Education should be charged with responsibility for identifying funding sources to support these councils.

d. Such Councils should provide feedback to the administrative hierarchy that is used in the evaluation of building principle.

e. Councils should conduct a biannual survey of school climate and environment in order to determine the effectiveness of and satisfaction with the school and its programs. The results of this survey should be available to all concerned parties in the school community. Further, the survey results should be used as the basis for planning Council activities.

f. Councils should conduct a community educational campaign regarding community participation in school affairs. It is the responsibility of these Councils to set up and maintain a network of communication with the entire community; particularly parents.

g. These councils should participate in a sysem of "supportive" services to classroom teachers experiencing difficulty with

classroom management. "Supportive" services would include in-service work for teachers.

h. Districts with unique geographic or logistical characteristics may be exempted upon consideration by the State Board of Education.

5. We recommend that the Legislature approve a bill requiring its members to hold regular monthly meetings with their constituents in order to remain aware of the needs, problems and concerns of the people who elected them. These meetings would be an opportunity for concerned citizens to report on the progress being made to reduce and/or prevent school vandalism and violence; among other issues. These meetings would also serve as a forum to discuss possible legislative action to facilitate reducing and preventing violence and vandalism. In addition, we recommend that individual elected school board members hold similar meetings.

6. We recommend that religious organizations become more active in developing and implementing methods to reduce school vandalism and violence. Such efforts should take into account the legal principles of separation of church and state.

7. We recommend that the collective bargaining process be "opened up" so that parents, bargaining groups and board of education cooperatively participate in this important aspect of public education. "Fish-bowl" bargaining and/or regular reports of bargaining issues to parent involvement structures are options that should be considered.

8. Parents should be encouraged to monitor the television shows their children watch and to assist their children in understanding the impact of T.V. violence on their perceptions. The T.V. watching materials prepared by the P.T.A. should be widely disseminated and utilized.

9. Local districts should be encouraged to keep school facilities and grounds open and available to the public for use during non-school hours; especially during the evening.

Minority Statements

At its meeting in June, 1979, the Task Force agreed that minority reports and statements could be submitted if three or more members agreed to support such reports or statements. Three statements focusing on specific issues in the Task Force report were submitted and appear below.

One, forty-one page, minority report was received from Task Force members Kenneth Green, Donald Gaviglio, Thomas Boase, and David Longridge. This particular minority report included deletions from and additions to the Task Force report and recommendations. Time and cost considerations prohibit the reproduction of the forty-one page minority report in the body of the majority report. However, it has been submitted to all Task Force members, Governor Milliken, the Michigan Department of Education, Michigan's professional educational organizations, and legislative committees where appropriate.

Major changes in the minority report focus generally on Student Concerns, the corporal punishment recommendation in Educational Personnel Concerns, juvenile code revisions in Social and Community Organization Concerns, the data collection recommendation in Law Enforcement and School Security Concerns, and generally on Family Centers.

Copies of the minority report are available through the Task Force Office until December 31, 1979, and through the Office of School Community Affairs, Michigan Department of Education after that date.

Minority Statement Concerning Recommendation A. 2. d. — Student Concerns

Members James Coughlin, Theodore Madison, and Marjorie Pillersdorf express concern that "student evaluations" of staff should be "assessments" rather than "evaluation." Further, they indicate that records of such "assessments" should not be retained beyond the follow-up conference between the staff person and their immediate supervisor.

Minority Statement Concerning Recommendation 7 — Family Concerns

Members Audrey Gates, Theodore Madison, and Marjorie Pillersdorf express concern that "opening up" the collective bargaining process would change the nature of negotiations. They indicate that this recommendation should be deleted from the report.

Minority Statement Concerning Recommendations Relative to Community Involvement

Members Richard Duranczyk, Helen Moore, and Steve McArthur express concern that the Governor's Task Force on School Violence and Vandalism has focused a significant amount of its attention on the issue of community and parental participation in school affairs as an important key to reducing and preventing school violence and vandalism. The Task Force appears to believe that there is a direct relationship between a community's sense of "ownership" and "responsibility" for a school and the degree to which violence and vandalism are problems. Where communities perceive the schools as their institutions, violence and vandalism reduce. Where communities perceive the schools as outside their sphere of influence, the potential for violence and vandalism increases.

The purpose of this statement is to indicate that the recommendations adopted by the Task Force majority failed to go far enough in empowering the community and parents relative to school decision making. The Task Force majority has adopted recommendations calling for parents and concerned community members to be "informed" of decisions made by school officials. While the signers of this statement agree that parents and concerned community members should be informed and should have advisory responsibilities, we further believe that parents and concerned community members, at the local school building level, must be empowered to participate actively in the school decision making process. Parents and concerned community members must have the right to participate in decisions regarding personnel, curriculum, finances, materials, school discipline, etc.

During Task Force discussions a number of members pointed out that recommendations calling for empowering parents and community members with decision making authority at the local school level would violate existing school governance structures. It is the position of the signers of this statement that such empowerment would not violate existing school governance structures. Rather, such empowerment would strengthen the effectiveness with which the public schools are governed by the public; the basic intent of existing school governance.